



## Room 7 – Our Physical World Topic Plan, Term 3, 2013

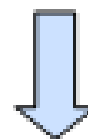
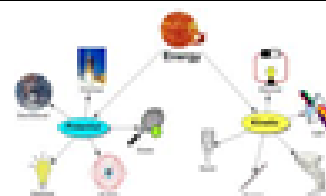


### OUR PHYSICAL WORLD 2013

**Teacher:** Whaea Less **Level:** 1 & 2 **Duration:** Term 3

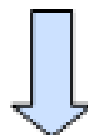
#### The Hook: How will I introduce the unit?

- Our PHYSICAL WORLD — What is energy? How is energy used everyday?
- - LOOK/SOUND/FEEL like
- Introduce brainstorm - Question - Find Out - Create (Use of visual aides - photographs)



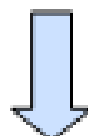
#### The BIG Question/Problem/Issue/Scenario:

How does different types of energy affect our lives?



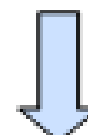
#### Key Guiding Subsidiary Questions:

- What is energy? \*Discussing chrn's ideas/conceptions of energy
- What types of energy are there? \*Investigating and describing some examples of everyday phenomena (eg push/pull)
- How is energy made/created? \*How is power made? (eg a coil inside a pen, door handle lever, chemical reaction)
- What everyday objects use different types of energy? (eg electricity/water/heat/kinetic/lever/coils/chemical-gas)
- How does using energy affect people? How we live? (In what ways does using different types of energy help people everyday? \*Light/heater/transportation)
- How can we conserve energy so that we are not wasteful? ('I Care, We Care' for our environment)



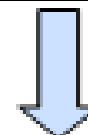
#### Key Understandings: The students will:

- Participate in investigations (L1 - Investigating in Science)
- Contribute meaningful ideas to discussions about what they know/observe (L2 - Investigating in Science)
- Investigating and describing everyday phenomena that produce energy \*What objects can we use to produce energy that produces a reaction - (eg balloons - blowing air inside the balloon - potential energy - and releasing the energy - What will happen? What has happened? Elastic/swinging on a swing/pull/push/blowing a fan)
- Using and understanding vocabulary (making a hypothesis - What they believe will happen? Why do you think that? Describing/explaining their observations and relating back to their original hypothesis)
- Discussing simple social issues related to science and the environment. (\*Ways to produce energy to allow us to use everyday objects like lights/heaters/fridge - L2 - Developing Interest and relating Scientific Learning to the Wider World)
- What types of energies are evident in natural hazards? (eg wind power - storms, push/pull - earthquakes)
- Know about preparing for future natural disasters (ie earthquakes, flooding - What's the Plan Stan?)
- Continuing to develop 'I CARE, WE CARE' in our classroom/in our school/in our community—HOW?



#### Making a Difference: Using New Learning

- How can we conserve energy so we are not wasteful? \*In what ways do people use energy in their everyday lives? (eg turning lights off when we do not need them on, putting on more clothes when I am cold, walk to school)



Excursions/Visitors	Community Involvement	School Involvement	Resources
<ul style="list-style-type: none"> <li>• Matahina Dam visit</li> </ul>	<ul style="list-style-type: none"> <li>• Guest speakers</li> </ul>	<ul style="list-style-type: none"> <li>• Mrs Maple - Energy Teacher</li> <li>• Juan - Trip helper and advisor</li> </ul>	<ul style="list-style-type: none"> <li>• What's the Plan Stan?</li> <li>• Photographs of Edgecumbe or Christchurch (and surrounding areas after 1987 earthquakes)</li> <li>• Internet websites (eg Natural disasters, )</li> <li>• Video, YouTube, TVNZ archives footage</li> <li>• Experiments using levers/coils/machine...</li> <li>• Camera/Video camera to digitally record and present stories</li> </ul>